

PARK HILLS ELEMENTARY

301 Crescent Avenue
Spartanburg, South Carolina 29306

GRADES PK-6 Elementary School

ENROLLMENT 364 Students

PRINCIPAL Fredric O. Logan

864-594-4465

SUPERINTENDENT Dr. J. Lynn Batten

864-594-4400

BOARD CHAIR David W. Cecil, II

864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	51	44	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	Yes

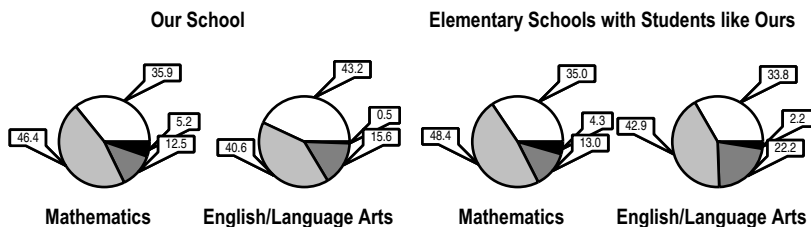
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	223	99.1	43.2	40.6	15.6	0.5	23.4	Yes	Yes
Gender									
Male	102	100.0	48.3	36.0	15.7	0.0	20.2		
Female	121	98.4	38.8	44.7	15.5	1.0	26.2		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	214	99.5	44.6	40.9	14.0	0.5	22.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	181	98.9	38.1	44.5	16.8	0.6	26.5		
Disabled	42	100.0	64.9	24.3	10.8	0.0	10.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	223	99.1	43.2	40.6	15.6	0.5	23.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	99.1	43.5	40.3	15.7	0.5	23.6		
Socio-Economic Status									
Subsidized meals	203	99.0	45.7	39.3	14.5	0.6	20.2	Yes	Yes
Full-pay meals	20	100.0	21.1	52.6	26.3	0.0	52.6		

Mathematics - State Performance Objective = 15.5%									
All Students	223	99.1	35.9	46.4	12.5	5.2	28.6	Yes	Yes
Gender									
Male	102	100.0	40.4	41.6	12.4	5.6	24.7		
Female	121	98.4	32.0	50.5	12.6	4.9	32.0		
Racial/Ethnic Group									
White	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	214	99.5	37.1	46.2	12.9	3.8	27.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	181	98.9	29.0	49.7	14.8	6.5	34.2		
Disabled	42	100.0	64.9	32.4	2.7	0.0	5.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	223	99.1	35.9	46.4	12.5	5.2	28.6		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	221	99.1	36.1	46.6	12.6	4.7	28.3		
Socio-Economic Status									
Subsidized meals	203	99.0	37.6	46.2	11.6	4.6	28.3	Yes	Yes
Full-pay meals	20	100.0	21.1	47.4	21.1	10.5	31.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	56	100.0	30.2	58.5	11.3	N/A	11.3
	Grade 4	66	100.0	49.2	39.0	11.9	N/A	11.9
	Grade 5	54	100.0	56.5	37.0	6.5	N/A	6.5
	Grade 6	55	100.0	42.0	42.0	16.0	N/A	16.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	44	95.5	37.5	30.0	32.5	N/A	32.5
	Grade 4	57	100.0	37.3	58.8	3.9	N/A	3.9
	Grade 5	60	100.0	46.4	42.9	8.9	1.8	10.7
	Grade 6	62	100.0	48.3	37.9	13.8	N/A	13.8
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	56	100.0	24.5	66.0	9.4	N/A	9.4
	Grade 4	66	100.0	52.5	37.3	5.1	5.1	10.2
	Grade 5	54	100.0	43.5	50.0	4.3	2.2	6.5
	Grade 6	55	100.0	26.0	44.0	24.0	6.0	30.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	44	95.5	37.5	45.0	12.5	5.0	17.5
	Grade 4	57	100.0	35.3	52.9	9.8	2.0	11.8
	Grade 5	60	100.0	46.4	39.3	10.7	3.6	14.3
	Grade 6	62	100.0	24.1	51.7	15.5	8.6	24.1
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 364)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.7%	Up from 0.4%	3.6%	2.7%
Attendance rate	95.5%	Down from 96.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.0%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%		5.6%	3.5%
Eligible for gifted and talented	7.6%	Down from 8.8%	5.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 6.9%	8.0%	8.2%
Older than usual for grade	0.0%	N/A	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	67.7%	Up from 59.4%	47.8%	51.4%
Continuing contract teachers	90.3%	Up from 81.3%	78.9%	87.5%
Highly qualified teachers**	89.3%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	0.0%		3.6%	0.0%
Teachers returning from previous year	83.9%	Up from 79.6%	82.0%	86.7%
Teacher attendance rate	92.8%	Down from 93.4%	94.8%	94.9%
Average teacher salary	\$41,733	Up 6.6%	\$38,806	\$40,760
Prof. development days/teacher	16.2 days	Up from 15.2 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.5 to 1	N/R	17.0 to 1	18.9 to 1
Prime instructional time	86.3%	Down from 88.3%	88.9%	90.0%
Dollars spent per pupil*	\$7,194	Down 1.2%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	54.5%	Down from 57.8%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Park Hills is an inner-city school, and about 99% of our population is African American. Approximately 96% of our students receive free or reduced-price meals. Our students were fortunate to have many opportunities to be active in various co-curricular activities which include Boys and Girls Club of America, Media Club, Running Club, Student Council, Honors Chorus, and Girl Scouts of America. These co-curricular activities were invaluable in that they provided very enriching experiences beyond our core curriculum.

Our students also benefitted from a myriad of instructional initiatives both new and ongoing. These initiatives included Accelerated Reader, Best Practices Study Groups, Computer Assisted Instruction Lab, Extended Day, Focus Groups, SCRI, and tutors and mentors from several local colleges and churches. Although our initiatives have proven beneficial, we are aware that we must continue to evaluate how effectively they meet the instructional needs of our students.

The Palmetto Achievement Challenge Tests (PACT) were again administered to students in grades 3 through grade 6. Gains were evident, but there is still much room for improvement. Our staff and students have worked very hard. I am confident that this hard work will harvest continued improved achievement. We are all very optimistic about the future of Park Hills Elementary School.

Fred Logan, Principal

Jeannie Pressley, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	56	46
Percent satisfied with learning environment	66.7%	63.0%	76.1%
Percent satisfied with social and physical environment	63.3%	63.6%	68.9%
Percent satisfied with home-school relations	31.3%	76.4%	75.6%

*Only students at the highest elementary school grade level at this school and their parents were included.